STUDENTS' PERCEPTIONS OF THE USE OF THINK PAIR SHARE TECHNIQUE IN ENGLISH WRITING CLASS

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Abstrak. Penelitian ini bertujuan untuk mengetahui lebih dalam persepsi siswa tentang teknik *Think Pair Share*. Penelitian ini dilakukan melalui pendekatan kualitatif. Subjek dari penelitian ini adalah 17 siswa kelas VIII di SMPN 2 Sragi. Data dikumpulkan dengan menggunakan rekaman video dan wawancara. Analisis deskriptif digunakan untuk menganalisis penelitian ini. Sebagian besar siswa memberikan persepsi positif dalam hal tingkat kesulitan, tingkat stres, tingkat kepercayaan diri, minat siswa, dan motivasi siswa. Hal ini menunjukan bahwa teknik *Think Pair Share* memfasilitasi siswa untuk terlibat secara aktif dalam pembelajaran menulis khususnya pada teks deskriptif.

Abstract. The objective of this research was to explore the students' perceptions of the use of Think-Pair-Share technique (TPS). The current study was qualitative approaches. The subjects of the research were 17 eighth-grade students at SMPN 2 Sragi. The data were collected through video recording and interviews. The decriptive analysis was used to analyze the research. The results showed that majority of students had positive perseptions of the use of TPS in terms of levels of difficulty, degree of stress, confidence, interest, and motivation. This suggests that TPS facilitates the students to actively involve in learning writing particularly descriptive texts.

Keywords: *perceptions, writing, Think Pair Share technique*

INTRODUCTION

One of language skills in English is writing. It is considered important for the students to learn in order to be able to communicate in the written form well. According to the Curriculum 2013, the goal of teaching learning at junior high school is the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level.

The use of English language in the writing activity is still a problem for most Indonesian students, as well as many other students who learn English as a foreign language. The students seem to face difficulties when they have to express their ideas in a writing form. From the experience as a junior high school teacher in teaching training program (PPL) in SMP Negeri 3 Cukuh Balak, the researcher found that the first year students got confused about expressing their ideas in written form. When the teacher asked the students to write a text, they got difficulties in linking several sentences into one coherent idea to create a text. The difficulties include organization of writing, logical development of ideas (content), grammar, mechanics, and style and quality of expression (vocabulary usage).

Inappropriate method which the teacher used in teaching writing was still being the problem. Traditional learning was also still being the cause. It made the students not excited, so that students feel unable to pour the idea into a form of writing. Therefore, the teacher needs to apply a good teaching strategy. Using the right technique to teach writing is very important to help students overcome problems in writing (Sahardin, Hanum, and Gani:2017). The teacher should apply the appropriate technique and has well preparation to overcome those problems so that the students interest in learning writing in English. Based on the problems above, the researcher wanted to introduce a technique to the learners in the writing class. The procedures of the technique will be a solution to the learners to increase their writing motivation trough Think-Pair-Share technique.

In addition to the teaching strategies, methods and techniques used by the teacher in the teaching of writing, another factor which is also very important and

plays a very important role in improving students' writing performance is their perception. Perception is the process of interpreting and organizing sensation in order to produce a meaningful experience (Lindsay and Norman:1977). The perception describes someone's experience and it particularly involves the process of sensory input. Student's perceptions of the strategies in the learning of writing might influence their choices of the strategies used in the learning of writing. Therefore, students can have certain perception of the strategies in the learning of writing which can be negative, positive or highly positive.

Based on the explanation above, the writer is interested in proposing an qualitative research to enhance the students' interaction in teaching and learning process. All of the above explanations inspire the researcher to apply a classroom action research, because the writer wants to know the students' perceptions toward Think-Pair-Share technique on writing descriptive text with the title "The Students' Perception of The Use of Think Pair Share Technique in English Writing Class".

METHODS

Participants

The participants of this research were 17 first grade students at SMP Negeri 2 Sragi (Class VIII A).

Instruments

Two instruments, video recording and interview, were used to collect the data in this study. During the teaching and learning process, the researcher recorded the teaching and learning activities using the recorder to be used during the processing of the interview. Video recording was expected to make students more considering each step happened or they felt when the learning process using think pair share took place. Then, to guide the interview, the researcher used the interview guide based on Robinson (2001). The interview conducted about five open-ended and close-ended questions, these questions were converted to *What*

questions followed by *Why Questions*. The questions consisted of some categories, such as level of difficulty, stress, confidence, interest, and motivation

Data Analysis

This study was conducted through qualitative approach. In analyzing the students' perceptions, *a Descriptive Analysis* was applied to the interview. In this study, the writer did several steps to analyze the data. The steps were adopted from Mahpul (2014). After the interview was conducted the researcher had to transcribe them. The transcription process consisted of listening to the interview and typing it out verbatim in a word document. Next all the data were read through and coded in detail. To undertake the manual coding in which the participants who had opposite responses for each category were designated either (+) or (-) for each Think Pair Share process step.

RESULTS AND DISCUSSIONS

Tabel 1. Participants' agreement and disagreement about Thnik Pair Share technique

NO	CATEGORIES	Procedure 1		Procedure 2		Procedure 3	
		Percentage		Percentage		Percentage	
		+	-	+	-	+	-
1.	Difficulty	100	-	70	30	53	47
2.	Relaxed	100	-	94	6	53	47
3.	Confidence	47	53	76	24	41	59
4.	Interest	94	6	94	6	65	35
5.	Motivation	82	18	100	-	65	35

Table 1 demonstrates about student's perception of Think Pair and Share stage (procedure 1 and procedure 2 and procedure 3). As can be seen from Table 2 above, in general, Think and Pair (procedure 1 and procedure 2) were perceived as more difficult and stressful than Share stage. In contrast, the participants' degree of confidence, the students felt less confident in procedure 1 and 3 (Think and Share) than procedure 2 (Pair). Students felt more interested and motivated in

Think Pair and Share stage (procedure 1, procedure 2, and procedure 3. And the students' comment from each category will be described in more detail below.

1. Level of Difficulty

According to the result, most learners were perceived the procedure 1, procedure 2 and procedure 3 (Think, Pair and Share stage) as being easy (100%, 70 % and 53% respectively). Below is a table that shows some student responses when asked about whether the procedures is difficult or easy

No	Perceptions	Percentage		
		Procedure 1	Procedure 2	Procedure 3
	Reasons for feeling tasks were easy			
1.	Familiarity with the topic	88,2	35,2	17.6
2.	Doing with a friend	-	35,2	5.8
3.	Simple step	-	-	23.5
4.	Easy to understand the language	11,7	-	5.8
Reasons for feeling procedures were difficult				
1.	Problems with language	-	-	17.6
2.	Hard to correct a friend's work	-	23.5	-
3.	Feeling nervous	-	-	11.7
4.	Difficulty to pronounce the word	-	5.8	17.6

Afrilliani (2018) states, the students faced difficulties using TPS such as the lack of vocabulary, being afraid to make mistakes in grammar, feeling nervous and not confident when speaking in front of the class. it is similar to the respondents' feel. Meanwhile, several students feel that there are some difficulties in procedure 2 and procedure 3 (Pair and Share). Rahmawati (2017) found that some students still get difficulty in understanding what they were going to write. From the observation and daily assessment, it was found that students got difficulty in vocabulary, grammar, and how to put ideas in good order.

Rahmawati (2017) also found that the lack of knowledge of English can make EFL learners get frustrated and stop studying to write. It is in line that the students' knowledge of English is low make the students felt difficult to pronounce the word.

Several students felt that the procedures were not difficult because they did it with their friend, This finding is in line with Afrilliani (2018) that using

think pair share technique made the process of learning to speak easier because the lecturer has divided students into pairs to discuss the topic with each other. This gives each student a chance to participate in the discussion, therefore making the class time enjoyable. Students can practice conversing and exchanging deals with each other.

The students also stated that they feel nervous speaking in front of the public due to the lack of vocabulary. Therefore, this technique is really helpful to improve their vocabulary and help them overcome their fear of speaking up as they can practice it first in pairs before sharing their ideas in front of the class.

2. **Degree of Stress**

As can be seen in table 2, all students felt relaxed in procedure 1 (think – 100%) compared with procedure 2 and procedure 3 (94% and 53 %, respectively). However, the table demonstrates that in procedure 2 (6%) and procedure 3 (47%) students felt stressed in doing the procedures. And in a similar way to the degree of difficulty, the participants gave a variety of reasons for why they felt more or less stressed by the procedures as outlined in below:

Tabel 4. students' perceptions about the stress procedures

No	Perceptions	Percentage		
		Procedure 1	Procedure 2	Procedure 3
	Reasons for being confident in performing tasks			
1.	Doing with a friend	17.6	23.5	29.4
2.	Discussion with a friend	5.8	23.5	-
3.	Familiarity with the task	52.9	41.1	17.6
4.	Easy material	29.4	-	-
5.	Nothing is disturbing	-	5.8	-
6.	Simpel task	-	-	5.8
	Reasons for NOT being confident in performing procedures			
1.	Afraid make mistakes	-	-	17.6
2.	Doubtful	-	5.8	5.8
3.	Feeling nervous	-	-	17.6
4.	Feel embarrassed	-	-	5.8

As can be seen above, the familiarity with the task becomes the majority responses of each procedure. Some learners claim that they are more relaxed to work on the whole procedures with friends.

Another explanation is presented by Resinkski and Padak (1996) who state that Think-Pair-Share technique is a cooperative learning strategy that can provide chances for students to make a story or text based on pictures or other teaching aids. It is in line that easy material also becomes one reason why students feel relaxed. Not only feel relaxed, but several students also feel stressful during the implementation of these three procedures. However, none of the respondents commented that they feel stressful in procedure 1, all of the respondents feel relaxed in procedure 1.

Faradiaswita (2012) found that the respondents stated that they felt nervous speaking in front of the public due to the lack of vocabulary. However, some students felt that it was helpful to improve their vocabulary and help them overcome their fear of speaking up as they can practice in pairs before sharing their ideas in front of the class. It is in line that students felt nervous in procedure 3 .

3. Degree of Confidence

As can be seen in Tabel 2, majority of students felt that they lack of confidence, they are just felt confidentce on procedure 2 (76%). At procedure 1 and 2 (47% and 41%, respectively) they feel less confident due to various reasons as below:

Tabel 5. Participants' perceptions about their confidence

No	Perceptions	Percentage		
		Procedure 1	Procedure 2	Procedure 3
Reasons for confidence in performing procedure				
1.	Familiarity with the task	5.8	23.5	-
2.	Obtaining good result	41.1	17.6	11.7
3.	Discussion with correcting each other	-	23.5	-
4.	Doing the task with friend	-	11.7	-
5.	Familiarity with the text	-	-	29.4
Reasons for NOT being confident				
1.	Lack of vocabulary	23.5	-	-
2.	Unfamiliar with the material	11.7	-	5.8
3.	Difficult to understand	17.6	-	-
4.	Make a mistake	-	23.5	5.8
5.	Difficulty to pronounce the vocabulary	-	-	47

After doing procedure 2, they had to "Share" (procedure 3) it with the whole class, to ensure if their understanding was right or not. By having such a discussion before writing makes students more confident to put their idea in a paper. They are more willing to write because they have already "tested" their idea with the whole class. This technique is very useful for students because by talking to each other about the problem make students more easily discover and comprehend the difficult concept (Slavin, 2000: 259). The thing that they liked from the discussion was they would be able to know the mistakes that they made in their writing by correcting their work each other with their partner. It significantly made them feel confident in procedure 2.

The number of students felt not confident because they were unfamiliarity with the material (procedure 1 – 11.7% and procedure 3 – 5.8%), it is in line with Rahmawati's finding (2017) that many EFL students face difficulty in mastering writing in English. They considered writing as the most difficult skill since they have to deal with different a language and some components of writing such as remembering the sequence of sounds, the shapes of letters, vocabulary, grammatical structure, and punctuation (William in Westwood, 2004). It is more complicated than it seems at first, and it often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way (Brown, 2004: 224).

At the same time, these findings do provide some evidences to suggest that, discussion with correcting each other made students felt more confident. In this way these findings are consistent with Banikowski and Mehring, 1999; whitehead, 2007 cited in Azlina (2012) TPS can improve students' confidence. Many students feel more confident when they discuss their assignment with their partners first before they have to speak in a larger group in front of the class. Thinking becomes more focused when it is discussed with a partner. The students found out what they know and do not know which is very valuable for students. Therefore, students are actively engaged in thinking. From the opportunity,

students will be more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least with one other student.

4. Participants' Interest

As can be seen in table 2, the majority of students felt that the technique is interesting. Procedure 1 and Procedure 2 are the most interesting stage for students and followed by procedure 3 (94%, 94% and 65% respectively). Below are a variety of reasons why students feel interested in think pair share technique:

Table 6. students' interest in the Think Pair Share technique

No	Perceptions	Percentage		
		Procedure 1	Procedure 2	Procedure 3
Responses for interest in doing tasks				
1.	Familiarity with the topic	35.2	5.8	-
2.	Interest with English subject	17.6	-	-
3.	Getting new knowledge of the topic	23.5	-	-
4.	Easy to understand	17.6%	11.7	-
5.	Discussion with a friend	-	41.1	11.7
6.	Familiarity with the task	-	11.7	17.6
7.	Doing with a friend		23.5	
8.	Aims to make friends know our results	-	-	5.8
9.	Facilitate in sharing knowledge	-	-	29.4
Responses for NO interest in tasks				
1.	Problems with vocabulary	5.8	11.7	
2.	Feeling embarrassed		-	11.7
3.	Friends do not pay attention	-	-	17.6

Similar to interest with English subject, the reason that students got new knowledge only they got at procedure 1 (23.5%). As Karen Kusayangi (in Slavin, 2000: 308) states that children learn so much more from each other. Moreover, Think Pair Share is extremely adaptable for conducting classroom discussion. It lets the students follow a set of process to achieve the goal of the learning process. It also built accountability where each student must report his answer to partner and then pair or group have to report to the class. It gives a chance for students who never speak up in the class at least will give his answer to his partner. It

means that this technique not only helps students improve their writing skill but also it improves their speaking skill (Rasinski and Padak, 2004: 197).

Most students felt that they interest with the technique because they do the procedures with their friend and discuss with their friend. This finding is in line with Afrilliani (2018) finding that all students are given a way to participate in class rather than the few who usually volunteer. Many students felt it easier to have a discussion with the classmate rather than with a large group. Students and teacher felt clearer understandings for participation in classroom discussion.

Afrilliani (2018) found that the class can be noisy because it is a group discussion. This technique may be time-consuming if the class is big and the teacher cannot create an amusing classroom atmosphere. It is in line, in procedure 3, some students felt they did not interest because their friends do not give their attention (procedure 3 – 17.6%).

According to Banikowski and Mehring, (1999) TPS can improve students' confidence. Many students feel more confident when they discuss their assignment with their partners first before they have to speak in a larger group in front of the class. Thinking becomes more focused when it is discussed with a partner. The students have the opportunity to discuss their ideas. This knowledge construction stage, the students will find out what they know and do not know which is very valuable for students. Therefore, students are actively engaged in thinking. From the opportunity, students will be more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least one other student, thereby increasing their sense of involvement.

The Think Pair Share technique improves the quality of the students' responses. It enhances the students' oral communication skill as they have limited to discuss their ideas with another. Therefore the responses receive are often more intellectually concise since students have had a chance to reflect their ideas

Faradiaswita (2012) found that the students' barrier is a lack of vocabulary. It is in line with the result that the students felt do not interesting because they had problems with the vocabulary

4. Participants' Motivation

According to the interviews, most respondents agreed that using Think Pair Share technique motivated them to learn English (procedure 1 – 82%, procedure 2 - 100% and procedure 3 – 65%). Once again the participants gave a variety of reasons for their motivation:

Tabel 5. Students' perceptions about the procedures and their motivation

No	Perceptions	Percentage		
		Procedure 1	Procedure 2	Procedure 3
Responses for interest in doing procedures				
1.	Motivation of learning English	52.9	-	17.6
2.	Discussion with a friend	-	41.1	5.8
3.	Facilitate in sharing knowledge	-	-	17.6
4.	Fun task	17.6	29.4	17.6
5.	Learning becomes easier	-	17.6	-
6.	To know self improvement	-	-	5.8
Reasons for NO motivation in performing technique				
1.	Feel enough	17.6		
2.	Feeling embarrassed		-	23.5
3.	Friends do not pay attention	-	-	11.7

Because the students should share their work one by one, the students felt that it facilitated in sharing knowledge (procedure 3 – 17.6%). It is in line with Afrilliani (2018), she found that the use of think pair share technique has helped them in the process of learning speaking, by increasing their knowledge.

Afrilliani (2018) found that the respondent stated that the use of think pair share technique increases their motivation to speak because they enjoyed the process of learning using the TPS technique thereby making the classes' fun. It is in line that the students felt that TPS was a fun procedure.

A number of students said that they had motivation to do this technique again because they can get new knowledge and they felt that discussion make them easier to learn English. Those are in line with Sontara and Vana (2009) they

state that to give students a chance talk over new ideas so that they are encouraged to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.

Based on the interview that Afrilliani (2018) had done, the result is all of the students who participated in the research felt that they were motivated to speak up when the TPS technique was employed in class. This technique has allowed them to gain more confidence in facilitatin sharing their knowledge.

CONCLUSIONS

Based on the results of interview that researcher had conducted, the researcher found similar perceptions in using think pair share technique in writing class in terms of level of difficulty, degree of stress, degree of confidence, interest and motivation. Students felt the procedures was easy, they felt relaxed and confidence, interest to do the technique again and they motivated to learn more, and they thus allowing them to learn English easily. The students gave positive perceptions to the entire questions in the interview even though there were shorts answers. However, the students also had problem in doing the procedures. They felt the procedures are difficult, stressful, they are not confident, lack of interest in doing the procedures and lack of motivation to do the procedures again.

However, this study also has some recommendations for teachers, students and future researchers. The teacher should consider the students' needs and interest before designing the technique and materials. It is important for the teacher to use various strategies that are appropriate in consideration of the students' needs because it would spark interest in learning amongst students during the teaching and learning process. It is useful for them to use think pair share technique as one of the appropriate strategies in teaching English. For the students, through the Think-Pair-Share technique, students have the opportunity to share their ideas. It also improves students' ability and motivation. And for other researchers, further research can be conducted amongst both from teacher and students to further improve the process of teaching and learning. It is hoped that this research will

not only be used for students or teachers but also for the management of faculty of Education and Teacher Training especially for English department.

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